

Preparing for the
Tennessee
End-of-Course Assessment





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Preparing for the End-of-Course Assessment Program

U.S. History

Introduction

What is happening?

A testing program entitled Tennessee End-of-Course Assessment Program has been established to meet the Tennessee mandate for end-of-course assessments in Tennessee secondary schools. The Tennessee State Department of Education has implemented this system of assessment in several high school classes, with U.S. History starting in the 2003–2004 school year. The sample questions in this pamphlet are representative of the item types and item formats that will be used in the actual test.

What are the questions testing?

The questions assess the content standards covered by each course as described in the performance indicators developed by the Tennessee State Department of Education and listed on their Web site.

Who will be tested?

All students taking U.S. History will be tested. Tests may be given midyear for block schedules or at the end of the year.

How many questions are there?

Each test contains 60 multiple-choice questions.

How long will the tests take?

Students will have ample time to read and answer each of the questions. Each test will take approximately 90 minutes to complete.

How will the tests be scored?

The answers to the multiple-choice questions will be scored by machine. The test gives information about how well students understand the course content.



How do I use these sample questions?

The questions in the pamphlet are, for the most part, representative samples of the types of questions that will be on the U.S. History test. The questions are presented in a format similar to that which will be used in the actual test.

Reporting Categories have been provided for the questions in this pamphlet only. These Reporting Categories group the U.S. History Performance Indicators together. When students receive their reports from the test, these Reporting Categories will be used to report scores on student performance. The questions in the actual test will not have this identifying information.

These questions can be used for a classroom learning session or as an individual, short practice test to prepare students for the actual test. Various item formats have been selected in order to familiarize students with the actual test format.

An answer key for the sample questions is provided at the end of this pamphlet.

What tips are there for taking the test?

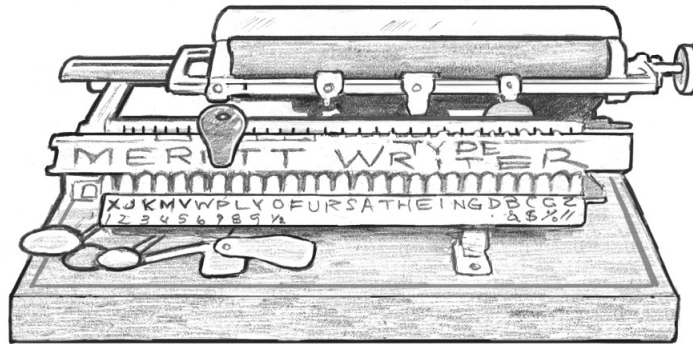
RELAX: It is normal to be somewhat nervous before the test. Remember that the score is only one of a number of measures of your performance.

LISTEN: Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them. Follow the directions.

PLAN YOUR TIME: Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time. First answer all the questions you are sure about.

THINK: If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

The Merritt Typewriter



This is an exact copy of "The Merritt's" work. It is equal to that of any high priced typewriter. Relieves fatigue from steady use of the pen. Improves spelling and punctuation. Interests and instructs children. The entire correspondence of a business house can be done with it. Learned in a half hour from directions. Prints capitals, small letters, figures and characters—78 in all. Price \$15, complete.

1 Which event occurred as a result of the widespread availability of the invention shown above?

- A** Literacy levels increased.
- B** Newspapers were printed for the first time.
- C** Jobs for professional office workers were created.
- D** Communication between the east and west coasts was faster.



Reporting Category:

Era 6: Industrial Development of the United States (1870–1900)

2

Which of these statements is true about railroads at the end of the 1800s ?

- F** They had little influence on the economy.
- G** They helped expand markets for products.
- H** They were owned and operated by the United States government.
- J** They were mainly used along the east coast of the United States.

Reporting Category:

Era 7: Emergence of Modern America (1890–1930)

Numbers 3 and 4

3

Which of these are most associated with the 1920s ?

- A** Prohibition, flappers, Jazz Age
- B** Nazis, invasion of Poland, Holocaust
- C** Dust Bowl, Hoovervilles, Bonus Army
- D** Space Race, Cold War, McCarthyism

Harry Burn
Anne Dallas Dudley
Governor Albert Roberts

4

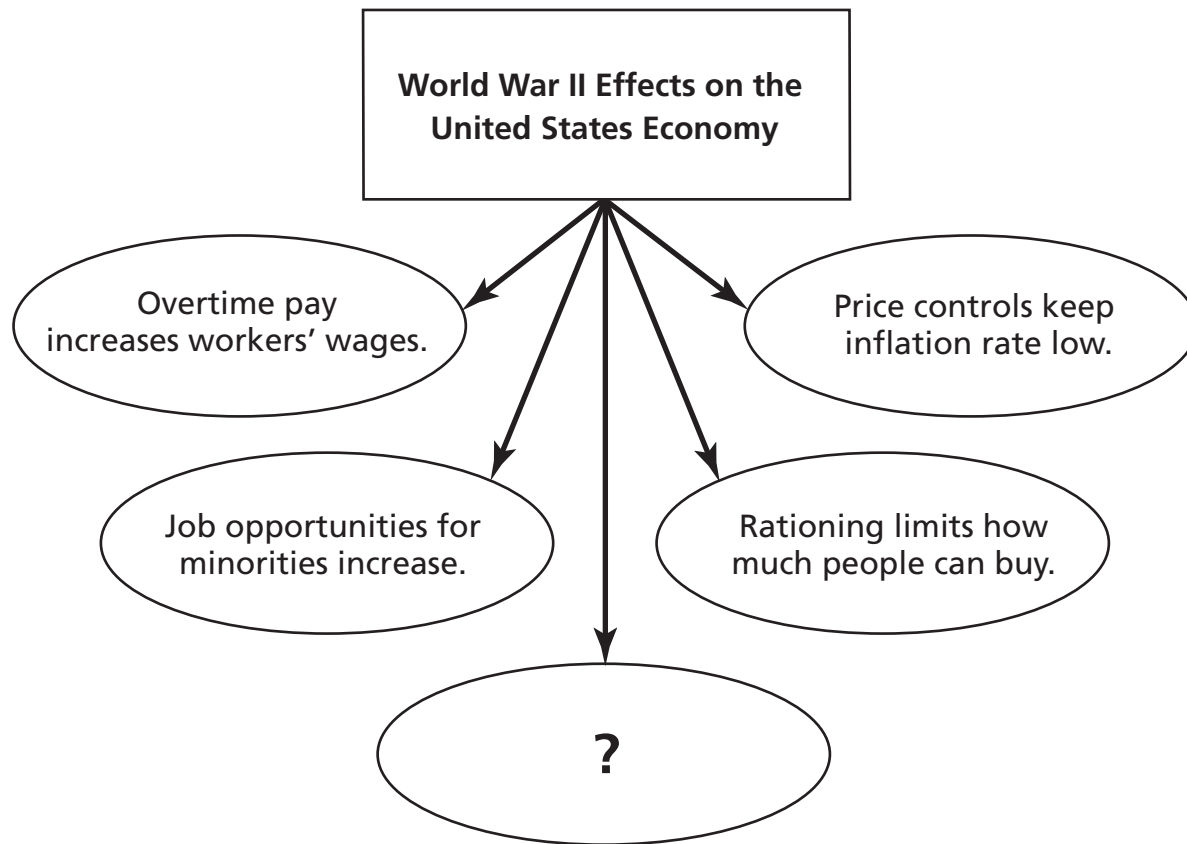
Which of these is true of all the people listed above?

- F** They helped women gain the right to vote.
- G** They participated in the civil rights movement.
- H** They helped develop Tennessee's music industry.
- J** They wrote legislation to protect Tennessee's natural resources.

Reporting Category:

Era 8: The Great Depression and World War II (1929–1945)

Numbers 5 and 6



5

Which of these would be the most appropriate to put in the oval with the question mark?

- A** Millions of people were fired from factories.
- B** Unemployment rates increased.
- C** Millions of women joined the workforce.
- D** People worked shorter hours.

**Reporting Category:****Era 8: The Great Depression and World War II (1929–1945)****Oak Ridge Petition**

... we recommend that before this weapon be used without restriction in the present conflict, its powers should be adequately described and demonstrated, and the Japanese nation should be given the opportunity to consider the consequences of further refusal to surrender. We feel that this course of action will heighten the effectiveness of the weapon in this war and will be of tremendous effect in the prevention of future wars.

—from a petition signed by 67 scientists stationed at
Oak Ridge, Tennessee, mid-July 1945

6**Which conclusion can be reached about the scientists who signed the petition above?**

- F** They thought Japan had developed an atomic bomb.
- G** They were against the development of an atomic bomb.
- H** They were in favor of dropping the atomic bomb on Japan.
- J** They thought having the atomic bomb could prevent future wars.

Reporting Category:**Era 9: Post World War II Era (1945–1970s)****Numbers 7 and 8****7****Which World War II allied nation disagreed most with the United States over the political and economic future of Europe?**

- A** France
- B** Australia
- C** Great Britain
- D** Soviet Union

**Reporting Category:****Era 9: Post World War II Era (1945–1970s)**

“You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to speak to an attorney, and to have an attorney present during any questioning. If you cannot afford a lawyer, one will be provided for you at government expense.”

8 Which Supreme Court decision led to informing people of the rights described above?

- F** *Miranda v. Arizona*
- G** *Plessy v. Ferguson*
- H** *Tinker v. Des Moines*
- J** *Brown v. Board of Education of Topeka*

Reporting Category:**Era 10: The Contemporary United States (1968–present)****Numbers 9 and 10**

9 Bill Gates influenced the technology industry by

- A** inventing the Internet
- B** producing the first computer for personal use
- C** selling computer products at low cost directly to consumers
- D** founding the world’s largest computer software development company

10 I represented Tennessee in the Senate for three terms. During my tenure, I acted as Vice Chairman of the Senate Watergate Committee when I made the famous remark “What did the president know, and when did he know it?” Who am I?

- F** Howard Baker
- G** Bob Dole
- H** E. Howard Hunt
- J** G. Gordon Liddy



Answer Key

Item Number	Correct Answer
1	C
2	G
3	A
4	F
5	C
6	J
7	D
8	F
9	D
10	F

